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ABSTRACT

This guide presents Federal requirements for statements of the desired outcomes of compensatory education programs. Local education authorities (LEAs) must state their goals for improving the educational opportunities of educationally deprived children so that they will succeed in the regular educational program of the LEA, attain grade-level proficiency, and improve achievement in basic and more advanced skills. A desired outcome is defined as a goal statement or measurable objective that focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. A desired outcome statement should include the following elements: (1) goal; (2) outcome indicator; (3) standard or performance level; and (4) time frame. The guide includes five examples of desired outcomes for Chapter 1 programs and five checkpoints in developing desired outcomes. The implications of this requirement for the following activities are discussed: (1) instruction; (2) data collection and record keeping; (3) monitoring of progress; (4) school-level analysis and decision making; and (5) student-level analysis and decision making. The discussion illustrates how an incomplete statement can be revised using the four necessary outcome components as a guide. Activity sheets entitled "Sample Desired Outcome--To Be Critiqued" and "Writing Desired Outcomes--A Chapter 1 Extended-Day Kindergarten Scenario" are included. (AF)

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Designing and Evaluating Desired Outcomes for Program Improvement

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REQUIREMENTS FOR DESIRED OUTCOMES IN THE REGULATIONS*

Definition--Sec. 200.6

"Desired Outcomes" means an LEA's goals to improve the educational opportunities of educationally deprived children to help those children--

(i) Succeed in the regular educational program of the LEA;
(ii) Attain grade-level proficiency; and
(iii) Improve achievement in basic and more advanced skills.

As part of an LEA's application--Sec. 200.20

An LEA may receive a subgrant under this part for any fiscal year if the LEA has on file with the SEA an application that contains...a description of...The desired outcomes for children participating in the Chapter 1 project, in terms of basic and more advanced skills that all children are expected to master, that will be a basis for evaluating the project...

As part of an LEA's evaluation--Sec. 200.35

An LEA shall evaluate...the effectiveness of its Chapter 1 projects,...on the basis of desired outcomes described in the LEA's application;

As part of an LEA's local, school-level review--Sec. 200.38

For each project school, an LEA shall...conduct an annual review of the effectiveness of its Chapter 1 project in improving student performance as measured by aggregate performance and the desired outcomes described in the LEA's application;

As an identifier of schools for program improvement--Sec. 200.38

...with respect to each school that...does not show substantial progress toward meeting the desired outcomes described in the LEA's application...the LEA must develop and implement a plan for program improvement.

As an identifier of students for program improvement--Sec. 200.38

Identify all students who ... have not shown substantial progress toward meeting the desired outcomes established for participating children under Sec. 200.20.

*Federal Register, Friday, May 19, 1989 Final Regulations

WHAT IS A DESIRED OUTCOME?

A desired outcome is a goal statement or measurable objective which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. The desired outcome should be stated in terms of basic and more advanced skills that all children are expected to master.

A desired outcome statement should contain a--

Goal - what we want children to learn or accomplish.

Outcome Indicator - what we will use to measure success.

Standard or Performance Level - what level of success will show substantial progress.

Time Frame - when we will do the above.

Examples of desired outcomes for Chapter 1 programs:

The following examples are meant to stimulate thinking, not as models to be copied. Desired outcomes should reflect the experience, focus, and needs of the particular Chapter 1 project.

Example 1 (includes one- and three-year time frame)

Chapter 1 students in grades 6-8 will be able to read and comprehend the social studies textbook at a level expected for their grade placement. This will be measured by their second-semester grade in social studies. Last year 38% of Chapter 1 students earned a grade below a C and 62% earned a C or better. This year 75% of those students who earned below a C will earn a C or better. Additionally, the percentage of all Chapter 1 students receiving a grade of C or better will improve from 62% to 75%. [If a three-year application is being submitted, the performance level is extended for the second and third years.] Next year 80% will accomplish this, and for the third year 85% will earn a C or better for the second semester.

Example 2

First grade Chapter 1 students will master the skills expected of grade one students as outlined in the first grade curriculum guide. Success will be measured by a student's promotion to grade 2. Over the three-year period the promotion rate will increase from its present 83% to 95% of Chapter 1 first graders. For the first year the promotion rate will improve to 88%, the second year to 92%, and the third year to 95%.

Example 3

Chapter 1 students will acquire the skills appropriate for their grade placement in the area(s) of Chapter 1 instruction (reading and/or mathematics) as outlined in the grade-level objectives for the subject(s). The appropriate subject-area subtest(s) of the district's criterion-referenced test will be used to measure this desired outcome. During the past year 63% of Chapter 1 students reached the district's grade-level standard for the appropriate subject area. For this year 75% of the Chapter 1 students will reach the district's standard.

Example 4

Chapter 1 mathematics students will be able to use appropriate strategies (make a sketch, guess and test, make a chart, use manipulatives, etc.) in problem-solving as described in the mathematics curriculum for each grade level. To measure this outcome, Chapter 1 staff will develop sets of grade-appropriate problems to be given to the students during May. Ninety percent of the students will be able to use at least three strategies in successfully solving 75% of the problem set.

Example 5

Previously, the Chapter 1 reading program has concentrated on teaching discrete skills of reading with little emphasis on reading books. During the next three years students will gain in their ability to read longer passages and their enjoyment of reading. This will be measured by Chapter 1 student participation in the school's reading incentive program. Last year 65% of the school's students read the required number of pages and received awards. Only 15% of the Chapter 1 students reached this level. Over the next three years the percent of Chapter 1 students receiving awards will reach 65%. The percent will increase to 40% the first year, 55% the second year, and 65% the third year.

FIVE CHECKPOINTS IN DEVELOPING DESIRED OUTCOMES

1. **Are important to the success of the program**

Your desired outcomes should reflect your goals in meeting the three purposes of Chapter 1--to improve the educational opportunities of educationally deprived children to:

succeed in the regular program;
attain grade-level proficiency; and,
improve achievement in basic and more advanced skills.

2. **Receive emphasis in the instructional program**

One of the important benefits of developing desired outcomes for your Chapter 1 program is to focus the efforts of Chapter 1 staff and classroom teachers in reaching the desired outcomes. Desired outcomes, in order to be reached, must be understood by instructional staff and receive emphasis in the day-to-day instructional program.

3. **Are attainable, yet challenging**

After a desired outcome has been established, setting a suitable standard or performance level to show substantial progress toward meeting the desired outcome can be difficult, particularly during the first year or two. Specific baseline data to use in making performance-level determinations may not be readily available. However, in many cases there are some data available that will help in setting performance levels that are both challenging and attainable.

4. **Do Not require unreasonable efforts to measure**

Some outcome indicators may sound good when they are written as a measure of a desired outcome but can be difficult in the data gathering stage. Care should be taken to think through what kind of data will be required to measure progress and how the data will be collected.

5. **Specifically address projects or services below grade 2**

Since pre-post testing (aggregate performance data) is not required for Chapter 1 students below grade 2, it is very important for one or more desired outcomes to address goals for these projects and students.

IMPLICATIONS OF DESIRED OUTCOMES FOR THE CHAPTER 1 PROGRAM

The requirement to include desired outcomes as a measure of the effectiveness of your Chapter 1 program has many implications. The following may assist in considering some of these implications.

Consider the following issues for each desired outcome stated in your Chapter 1 application.

Implications for Instruction

Each desired outcome is to be stated in terms of basic and more advanced skills that all children are expected to master. Are both Chapter 1 staff and classroom teachers aware of the desired outcome as a specific goal for Chapter 1 students?

Is the desired outcome receiving sufficient instructional emphasis to give reasonable promise that it can be met?

Are Chapter 1 staff and classroom teachers coordinating their efforts in reaching the desired outcome?

Implications for Data Collection and Record Keeping

Determine who has overall responsibility for collecting data required in measuring the desired outcome.

Determine which record sheets, reporting forms, software, etc. will be used to collect and organize data.

Since desired outcomes are to be used at the building and individual student level, data must be gathered by each individual school.

The timeline for data collection must reflect the expectation that program improvement planning and implementation activities must begin immediately.

Implications for Monitoring Progress During the Year

Should data on some desired outcomes be monitored throughout the year?

How can progress toward reaching some desired outcomes be shared with Chapter 1 staff and classroom teachers during the year, so they can consider adjustments in better meeting student needs in reaching the goal?

Implications for School-level Analysis and Decision-Making

Who is responsible for the annual, school-level review of aggregate performance and desired outcomes for each Chapter 1 school?

Who will organize and analyze desired outcome data to see if substantial progress was made by each school? Will some desired outcome data be done centrally and others at the school level?

How will the results of the school-level review be made available to teachers, parents of participating children, and other appropriate parties, including principals of schools attended by Chapter 1 children?

What is the plan for using results of the school-level review to improve Chapter 1 services at the school and project level? (This should be done for all schools, not just those identified as in need of program improvement.)

Implications for Student-level Analysis and Decision Making

Who is responsible for reviewing both desired outcomes and achievement data to identify individual students for program improvement?

What procedures will be used to consider modifications in the Chapter 1 project to better serve identified students?

Who will conduct thorough assessments of the needs of children who remain in the project after two consecutive years and still do not gain in performance or make substatial progress toward meeting desired outcomes?

How will individual student progress toward meeting desired outcomes be considered in making the decision to exit the student from the program?

Are the selection criteria for choosing students for Chapter 1 services related to the project's desired outcomes for these students?

DEVELOPING A DESIRED OUTCOME

Incomplete Desired Outcome Statement

Chapter 1 reading students will improve their study skills and demonstrate this by passing their courses.

Using the four necessary components as a guide, the statement will be revised into a well-stated desired outcome.

Goal

A more complete picture of the desired outcome for these students is that they will improve their study skills by successfully reading and comprehending textbooks in reading-related courses.

Outcome Indicator

Student grades are the indicators to be used. However, since some courses may not be related to the focus of Chapter 1 instruction, you must determine which courses are appropriate indicators. Chapter 1 and regular teachers will determine the focus of the study skills outcome assessment by identifying two reading-related courses for each student at the beginning of the year.

Standard or Performance Level

The performance level stated is passing the courses. However, the standard might be better described as receiving credit toward graduation for the courses.

In examining the permanent records for last year about 65% of Chapter 1 students received credit for graduation in two reading-related courses. We will set 80% of the students as the standard for success.

Time Frame

The time frame is the school year.

Revised Desired Outcome

Chapter 1 students in grades 9-12 will improve their study skills by successfully reading and comprehending textbooks in reading-related subjects. Success will be measured by students earning credit toward graduation in two reading-related courses selected by teachers and students at the beginning of the year. Last year about 65% of Chapter 1 students received credit in two reading-related courses, and 35% failed to receive credit. This year, the 35% who failed to receive credit will successfully complete the courses and receive credit. Additionally, of all Chapter 1 students participating in the current year, the success rate will increase from 65% to 80% receiving credit.

Activity 1

SAMPLE DESIRED OUTCOMES–TO BE CRITIQUED

Study the two statements that follow and critique them in terms of:

A. Necessary components
- goal (in terms of basis and advanced skills that all children are expected to master)
- outcome indicator
- standard or performance level
- time frame

B. Important features
- importance to program success
- receives emphasis in instructional program
- attainable, yet challenging
- does not require unreasonable efforts to measure

Sample 1

Chapter 1 students will improve their scores on the level/unit tests in the basal reader.

a. Is it well stated?

b. What is wrong or missing?

c. Try to improve it. (You can add information.)

Sample 2

Chapter 1 mathematics students will be able to use strategies (make a chart, draw a picture, guess and test, use manipulatives, etc.) to solve non-routine problems by the end of the school year.

a. Is it well stated?

b. What is wrong or missing?

c. Try to improve it. (You can add information.)

Activity 2

WRITING DESIRED OUTCOMES

A Chapter 1 Extended-Day Kindergarten Scenario

The Chapter 1 extended-day kindergarten program involves kindergarten students who attend school for a full day. A half day is provided by the district in the regular kindergarten program, and the students attend the other half day at Chapter 1 expense. The overall goal is for Chapter 1 students to be able to start grade 1 on a par with other students. Children are identified and selected for involvement on the basis of their individual pre-school assessment administered during the previous spring and summer. The assessment measures development in the areas of Language Development, Body Awareness, Gross and Fine Motor Skills, Mathematical Concepts, and Social Adjustment.

There is an individual student record card for all kindergarten students that parallels the development areas of the pre-school assessment and the kindergarten curriculum. The card is kept up-to-date by the regular kindergarten teacher and follows the student to first grade. The school district does not administer any standardized tests to kindergarten students.

Based on the information given above, your knowledge and experience with early childhood education and Chapter 1, and other assumptions you wish to make about the kindergarten program, develop two desired outcomes for the program.

Desired Outcome #1

Desired Outcome #2